



## ART & DESIGN CURRICULUM OVERVIEW



A Lakelands Artist should be creative & independent; communicating, expressing ideas and thoughts with confidence using a visual language.

### Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging, and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative, and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth, and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said, and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

### Art & Design Curriculum Intent:

Lakelands students study a progressive curriculum, exploring artists, movements and creative individuals, empowering them to make informed creative choices and have a better understanding of art and the world. It is immersive, innovative, engaging, and creative, providing a space for students to learn, practise and develop different skills. Through a range of starting points, they'll learn to develop a visual communication and language from artists and concepts, and will also develop their own work whilst being able to critically analyse their own and others' work. There is progression between Key Stage 3 and 4, as students strengthen key knowledge and skills over time that prepare them for the increased challenge and complexity of GCSE.

Art and Design is a subject that explores the relationship between art, culture, and life, allowing us to observe, look and record the world around us. The content covered enables students to develop their visual communication as well as exploring a wide breadth of artists from the past to contemporary artists, designers, and crafts people. The range of Art and Design takes students on a creative journey of learning and discovering, developing knowledge and skills in a range of inspiring projects. This curriculum aim is to combine the formal elements and technical skills allowing pupils to hone their skills and express their creative ideas to achieve successful outcomes.

The Art and Design curriculum is structured to allow students to engage with the creative process to facilitate independent learning, and it encourages them to become confident in taking risks and learning from experience. Students will develop skills in formal elements of art: line, form, tone, texture and colour alongside technical skills through working with a broad range of media and materials including drawing, painting, printmaking and 3D work. Creativity is critical thinking – providing opportunities to question and empower students to make creative choices of respect and self-expression in a visual medium. The Art and Design curriculum utilises the development of knowledge, generating ideas, evaluating, and making within specific projects, across each year and key stage through overlapping concepts.

### How the Art and Design curriculum links to our core Curriculum Principles:

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| Lifelong Learning     | Students are encouraged to be independent and self-reliant. The art curriculum is design to inspire, generate curiosity and interest, and ignite a passion for the subject. The aim is to equip students with a range of adaptive and creative skills for art that can be applied to all aspects of life: critical thinking, problem solving, inquisitiveness. |
| Aspiration to succeed | Challenge, pace and risk taking are encouraged. We aim to develop independent learners that explore, question, research and push their learning boundaries. Careers in Art and Design are woven into the structure of the curriculum.  |

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| <b>Knowledge building</b> | Regular retrieval practice is embedded in curriculum practice to enable learners to increase proficiency in their execution and to be able to develop creativity, ideas, and reflection. Skills and concepts are overlapped to develop practical knowledge and understanding, allowing pupils to retain information.  |
| <b>Empathy for others</b> | The art curriculum looks at relationships, events in history and the connections between people. It allows students to reflect on their own relationships. Empathy is explored in many ways through the connections with others, whether that is through observing how art works or how students work collaboratively together. They are encouraged to express themselves and reflect on their inner thoughts and emotions, being mindful of the academy's ethos of SMART SAFE RESPONSIBLE KIND. Topics covered include discrimination and slavery. |

## IMPLEMENTATION

### Year 7 Curriculum Implementation

The main stimulus is an introduced to Art and Design, with the formal elements of art (line, tine, shape, form, texture, colour and pattern). Pupils will investigate Op Art movement including the work of Bridget Riley, Barbara Hepworth and Henry Moore, Gaudi, African tribal art and Hunterwasser. They will explore and develop technique using a range of media and materials. Pupils will use the formal elements to develop ideas, and creative imaginative work. They will produce a range of work to develop their practical skills and making through drawing, painting and 3D work to produce samples and finished pieces of work.

|   | <b>Knowledge and skills</b>  | <b>Assessment</b>   |
|---|--|---|
| 1 | Formal elements – colour. The pupils are introduced to colour: primary, secondary and territory and how colour can be applied using different media. Colour can impact artwork in multiple ways – being able to experiment with colour and to take inspiration from other artists/ designers who used colour in their work. Pupil will learn to apply colour using water colour and ready-mix paint and experiment with tone, tint, and shade in a series of mini tasks. This knowledge will help them apply these techniques to their future work.  | Research into artist who uses colour                                    |
| 2 | Formal elements – Op Art. The pupils explore line, textures, patterns and the art movement: Op Art, including the work of Bridget Riley. They carry out small tasks investigating how line and pattern can create numerous effects which will allow them to develop their drawing skills. Practical work will use media of pens, pencils and fine liners to develop their ideas. Pupils will research different optical art influenced by the artist and then experimenting with optical illusions. Using nets, the pupils will create a 3D cube with a range of their own optical art designs, focusing on their neatness, presentation skills and construction of a 3D object. Pupils will analyse their progress and review their skills of refining and developing their work. | 3D cube<br>Research into Optical Art                                    |
| 3 | Formal elements – Negative space. Pupils will investigate the concept of negative space and look at sculpture, scale and proportions. This unit provides theoretical knowledge about two British artists: Barbara Hepworth and Henry Moore. The pupils will gain an insight into the artists' influences and the concepts behind some of their well-known work. The work of Henry Moore looks at his war time art and the impact this had on his work. In sketchbooks pupils will use water colour and wax resist as well as collage and fine liners to record the work and techniques of the artists. Developing the skills of creativity, presentation and reflection are important elements in this unit of work that will be developed in future learning.                     | Research into Barbara Hepworth<br>Final piece with wax and water colour |
| 4 | Formal Elements – observational drawing. Pupils will learn different methods to record from an object. They will be taught the key techniques and combine their formal elements of art knowledge to produce observational drawings. Working in pencil, and pen, pupils can apply shading, tone and detail to their objects and start to incorporate measurement, scale, and proportion. These  | Bottles<br>Cups and Mugs  |

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|   | emerging skills will be mastered as pupils continue to develop and refine their practical knowledge as they progress into GCSE. Pupils will reflect on their skills and analyse how they could improve their drawing skills.   |                              |
| 5   | Formal elements – Pattern & African Masks. This unit provides the opportunity to understand different cultures and look at cultural artefacts. They focus on African tribal masks as well as other cultures that use symbols within their designs. Pupils will focus on pattern and colour design in 2D and then create 3D masks using a range of media and materials using their own patterns and designs. This allows the pupils to apply their learning to practical tasks, which will be used in future projects and learning.   | Masks<br>Research into Masks |
| 6   | Formal elements – Gaudi, shape and line. Pupils will discover the artist Gaudi and his iconic work in Barcelona, inspired by nature. Pupils will analyse his work and reference his style and techniques. Pupils will develop creative skills and apply their practical knowledge in tasks that recreate Gaudi as well as generate their own work inspired by the artist. Pupils will be able to reflect on their progress throughout the mini project. The unit aims to use the formal elements acquired at the start of Year 7 through a range of tasks and activities allowing pupils to develop their abilities. | Gaudi Towers                 |
| <b>Cross-curricular links in Y7:</b> Maths – measuring, pattern; D&T – measuring/ 3D shapes/ line |  |                              |

### Year 8 Curriculum Implementation

In Year 8, our pupils develop their theoretical and practical knowledge and start to expand their creative journey with a range of projects that build on the formal elements acquired in Year 7. Pupils will complete a series of projects: Buildings and architecture, Lubaina Himid, Sweets and Pop, 3D postcards, Perspective and Portraiture. They will learn from BAME – Lubaina Himid, women in art including Lucy Jones and Joel Penkham & Sarah Graham as well as John Piper, Stephen Wiltshire and Luke Dixon. These have been chosen for their contemporary style and different approach to art. Pupils will explore a broad range of media and materials from collage, water colour, fine liner, acrylic, ready-mix, mixed media, chalk and charcoal as well as pencil. The emphasis is on creativity and being able to interpret artists' styles, acquire the skills and techniques and then apply this knowledge to their own pieces finished pieces of work. The aim is to be able to interpret an artist's work, developing their own ideas and reflecting on work as it progresses, skills that are required at KS4 and beyond.

|   | Knowledge and skills  | Assessment  |
|---|---|---|
| 1 | Architecture & buildings. Pupils will explore the work of different artists and their different approach to the same subject matter including John Piper, Stephen Wiltshire and Lucy Jones. Practical knowledge is taught through observation drawings of the school and surroundings. They experiment with a range of media and materials – collage, fine liner, drawings, watercolour, ready-mix paint, chalk and charcoal – and learn how to create a mixed media work. Pupils are encouraged to work creatively, and are expected to start to develop their own style, inspired by others. Pupils will analyse and reflect on their own and others' work and seek ways to improve their work. | Final piece: House – in the style of the artists.<br>Trialling the work of other artists. |
| 2 | Lubaina Himid. The aim of the unit is to look at a BAME artist and how society views the black and female experience in art. Lubaina Himid's work has a powerful message, remembering the voice of the people trapped in the slave trade. Her work is emotive and allows pupils to learn art has meaning and depth. The unit provides pupils a chance to immerse themselves in Lubaina's work and bright and bold style. Pupils reflect on the messages in work and create their own Lubaina figure and present a collective installation style piece of work. Utilising the skills and techniques used in artists' work is a key concept at KS4.   | Lubaina figures<br>Trailing out different media to recreate pattern in Lubaina's work.    |
| 3 | Sweet & Pop. A bright and hyper realistic unit of work that explores a common subject matter that is approached in two different artists, making use of high-resolution photography. Pupils will record and observe the work of Joel Penkham and Sarah Graham and experiment with how they achieve hyper-realistic work. It provides students with a chance to develop their observational  | Drawing from view finders<br>Close up photograph  |

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|   | drawing and trial use of view finders to create new and energetic pieces of work. Pupils will reflect on how the techniques are created and how it's beneficial to work from high quality source material, needed for future learning and projects.  |                                   |
| 4   | 3D postcards & Canal art – Local Project: Pupils will have the opportunity to work in mixed media and clay to produce clay tiles that capture the local community. They will explore the work of an artist, John Ruskin. They will look at the techniques used to include print, mark making and texture. Pupils will get to practise their practical knowledge through mini challenges and will be introduced to clay and print making. Pupils will evaluate work as it progresses and they will reflect on their end outcomes.   | Printing<br>Clay tiles            |
| 5   | Perspective. The principles of perspective are explored through art where pupils can practise one, two and multiple point perspective in a series of mini tasks. Pupils learn how different artists use perspective to create distance, depth and illusion in their work, making the 2D become 3D. The aim of the work is to develop confidence in this key skill of perspective. They can develop creative ideas in the reverse perspective photographic tasks. Pupils will analyse their work and compare to the guidance given when producing perspective work. The concept of perspective is required in all areas of their future learning. | Reverse perspective task          |
| 6   | Portraiture. The unit of work allows pupils to build on the skills learnt in yr 7 to achieve grid drawings and working from photographs. Pupils get the opportunity to explore the work of Luke Dixon and experiment with his distinct pen contour drawings. Pupils can develop their drawing skills, using a photo as reference material, focussing on accuracy of line and how shading can be added to achieve a realistic portrait. The portraits created are enlarged and provide additional challenge working in a bigger scale, thus allowing pupils to develop their skills in readiness for challenges at KS4.                           | Self-portrait<br>Luke Dixon piece |
| <b>Cross-curricular links in Y8:</b><br>DT – buildings and structures, perspective; History – slave trade; Maths – measurements |  |                                   |

### Year 9 Curriculum Implementation

In Year 9, our students further demonstrate their developing understanding by advancing their practical knowledge, showing a greater depth of thinking and quality outcomes as a range of topics and themes are explored. These include observational drawing modules, a discrimination project, street art, still life, mini skills and their own project. They will acquire theoretical and practical knowledge, generating their own ideas, completing making tasks and finalised pieces and evaluating and reflecting on their learning. The work undertaken will also equip pupils to be GCSE-ready and for those not taking the subject, to be more curious about the visual world and have a range of practical skills, including presentation and finishing skills, as well as critical thinking skills to utilise in other areas.

|   | Knowledge and skills  | Assessment                 |
|---|---|----------------------------|
| 1 | Observational drawing and techniques: Allowing pupils to secure their drawing skills, through observations and working from photos, utilising primary images taken by the pupils. They are taught how to accurately record their ideas with line, tone, shade and form. A range of media, materials and scale are developed. The aim for all pupils is to have a range of drawing techniques – view finder, photos, grids and measuring to prepare pupils for GCSE and beyond.  | Keys and shoes             |
| 2 | Discrimination & Protest Art project: Pupils will explore artists who deliver strong messages through their work including Bob and Roberta Smith. The module explores different types of discrimination and reasons why this might happen. The pupils will work in the style of Bob & Roberta Smith, making protest posters. The focus will be on accuracy, quality of line, using emulsion paint and their protest slogan. They reflect in detail on their ideas and messages and make comparisons with their peers. These skills of being able to replicate the work of others is required at GCSE. | Posters<br>Evaluation work |

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| 3 | Street art: Artists making statements with bold and effective style. Students explore the history of street art and this is linked to drawings on cave walls. Pupils will get the opportunity to research Banksy and other street artists. Pupils will consider negative and positive space and how it is used to generate impactful art with shade, tone and highlights, looking at graffiti and lettering. They will use stencils and paint to produce their own inspired street art. Through this experimental process, pupils can reflect on their learning and develop a range of transferable presentation and finishing skills.                                | Stencil<br>Banksy research                      |
| 4 | Mini skills – cross-curricular link with English: Pupils will explore work studied in their English lessons. This involves utilising lettering and words. Mini skills include murder outlines and black out poetry. The range of tasks will allow pupils to develop their creative ideas as well as opportunities to practise past learning of Graffiti – colour, tone and highlights. These cross curricular links and creative approaches to different topics and subjects are designed to foster creative and adaptive learning and thinking.  | Black out poetry<br>Group tasks – not assessed. |
| 5 | 3D Cubist & Picasso: Pupils will explore the Cubist movement and gain a greater understanding of Picasso and other artists. They will be working with a range of media and materials from collage to paint. Pupils use a restrictive pallet to recreate the Cubist style from their own starting point. This allows pupils to develop their painting, using their acquired practical knowledge of mixing, shade and tone and trialling different paint applications. A creative approach is encouraged, and the aim is for pupils to develop confidence in painting and explore their ideas, combining the theoretical and practical knowledge in readiness for GCSE. | Collage<br>Cubist style painting                |
| 6 | Own project – pattern: This is a mini-GCSE project investigating patterns whilst acquiring the theoretical knowledge of the Boyles family and Paul Klee. Pupils will look at size and scale, types of patterns and explore a range of media and materials, including mono print and foam/ lino printing. Pupils will be able to explain their own ideas and evaluate the practical knowledge utilised in the tasks. The aim is for all pupils to be engaged in the Art curriculum and to allow those studying GCSE Art and Design to gain additional practice prior to the start of their course.   | AO 1- 4 process                                 |

**Cross-curricular links in Y9:**

History – discrimination; English – World Book Day, research, analysis, linking authors and artwork; Geography – different countries

**Year 10 Curriculum Implementation**

In Year 10, our students undertake a curriculum that is designed to meet the requirements of the OCR GCSE (Art, Craft and Design) syllabus; the production of a body of work from which the 'Portfolio' can be selected and the production of a body of work will explore a range of different media, materials, and processes to enable students to become more confident, accomplished artists with the ability to communicate ideas visually. Students build a knowledge of visual communication throughout the course. They engage with the creative process in order to develop as independent learners and it encourages them to become confident in taking risks and learning from experience. Students will develop skills in formal elements of art: line, form, tone, texture and colour alongside technical skills through working with a broad range of media and materials including drawing, painting, printmaking and 3D work.

|   | <b>Knowledge and skills</b>  | <b>Assessment</b>  |
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| 1 | Pupils are expected to complete Component 1 – Portfolio, undertaking the GCSE OCR GCSE Art & Design. They will undertake 3 projects and are introduced to or choose a theme as a starting point for their ideas. They are guided to explore the work of a range of artists including those who have dealt with this theme in order to support the development of their ideas. Students are encouraged to consider and sample a range of Art and Design applications during the idea development stage of the project, using the concepts and techniques of their chosen artists to inspire | (AO1) Developing ideas through investigations and demonstrating critical understanding of sources from a given starting point. |

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| <p>and further their ideas. These applications will include drawing, painting and photography, digital manipulation of imagery, collage, printing techniques, textiles and sculpture. Students select their strongest experiments and ideas and use these to help them develop a final personal response. Students are supported to select and present their strongest work as a portfolio appropriate to their artwork.</p> <p>Mini project – introduction to art and design, sampling a range of art and design applications.</p> <p>Project 1 – OCR mini project which trials the ESA, making use of one of the 5 themed projects set previously.</p> <p>In-depth project – combining a visit and broad theme for pupils to explore and develop their own ideas whilst incorporating inspiration from other arts and crafts people. Pupils work towards a finished piece of work.</p> | <p>(A02) Refining work through exploring ideas, selecting and experimenting with media appropriate to a chosen specification title and area of study.</p> <p>(A03) Recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>(A04) Presenting a personal and meaningful response that realises intentions.</p> <p>Additional: How to effectively present artwork as a portfolio.</p> |
| <p><b>Cross-curricular links in Y10:</b><br/> History – different art movements and range of different artist from different centuries; Maths – scale, proportion, and measurements; English- literacy skills, researching, analysis and interpreting; DT – 3D structures, perspective, aesthetics; Geography – different environments</p>   |   |

### Year 11 Curriculum Implementation

In Year 11, our students are meeting the requirements of the OCR GCSE (Art, Craft and Design) syllabus and also the ‘OCR set task’ examination project. The Component 1 projects are finalised. Pupils will develop their ideas through preparation, experimentation, and research. In the final term, pupils will undertake their Externally Set Assignment with the themes set by OCR. They give suggestions for starting points and artists, and have several weeks to prepare for the 2-day exam to achieve the final assessment. The project is designed so pupils achieve mature, sophisticated and highly personal outcomes.

|   | Knowledge and skills   | Assessment   |
|---|--|--|
| 1 | <p>Pupils are expected to complete Component 1 – Portfolio, undertaking the GCSE OCR GCSE Art &amp; Design. Pupils undertake 3 projects. They are introduced to or choose a theme as a starting point for their ideas. They are guided to explore the work of a range of artists, including those who have dealt with this theme in order to support the development of their ideas. Students are encouraged to consider and sample a range of Art and Design applications during the idea development stage of the project using the concepts and techniques of their chosen artists to inspire and further their ideas. These applications will include drawing, painting and photography, digital manipulation of imagery, collage, printing techniques, textiles and sculpture. Students select their strongest experiments and ideas and use these to help them develop a final personal response. Students are supported to select and present their strongest work as a portfolio appropriate to their artwork.</p> | <p>(A01) Developing ideas through investigations and demonstrating critical understanding of sources from a given starting point. (A02) Refining work through exploring ideas, selecting and experimenting with media appropriate to a chosen specification title and area of study. (A03) Recording ideas, observations and insights relevant to intentions as work progresses. (A04) Presenting a personal and meaningful response that realises intentions.</p> <p>Additional: How to effectively present artwork as a portfolio.</p> |
| 2 | <p>OCR 40% project – ESA<br/> Pupils will receive an External Set Assessment with a choice of 5 questions, of which they choose one. Pupils are required to explore the work of a range of artists including those who have dealt with their chosen theme to support the development of their ideas. Pupils should utilise a range of media, materials, and applications during the idea</p>   |  |

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| development stage of the project, using the concepts and techniques of their chosen artists to inspire and further their ideas. These applications will include drawing, painting and photography, possibly digital manipulation of imagery, collage, printing techniques and possibly sculpture. Students select their strongest experiments and ideas and use these to help them develop a final personal response. Their final personal response will be produced in exam conditions over a 10-hour period. |  |
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**Cross-curricular links in Y11:**

History – different art movements and range of different artist from different centuries; Maths – scale, proportion, and measurements; English- literacy skills, researching, analysis and interpreting; DT – 3D structures, perspective, aesthetics; Geography – different environments

**IMPACT OF THE ART AND DESIGN CURRICULUM**

Lakelands pupils should all be able to draw and make marks and record their thinking using a visual, creative language. They are all encouraged to be creative thinkers and set projects that allow a practical response and allow for imaginative risk taking. Pupils are equipped with theoretical and practical knowledge to experiment, invent and create their own work. They are encouraged to reflect on this process and develop critical thinking skills.

By the end of year 9 (whilst this can be developed further), pupils will have used sketchbooks to record a wide range of techniques and media. They will have explored painting and drawing skills as well as print and taking photos. They will also have explored a diverse range of artists, designers and craft people, both contemporary and historical. Through this learning journey, pupils will have been able to emerge, develop, secure and show mastery of their knowledge.

Progress is measured within lessons, through effective questioning, close monitoring of students' work and through strategies for regular checking of understanding. It is also measured through formative assessment, including regular recall quizzes, and half term assessments. Homework is used as a tool for developing strong recall of knowledge or an opportunity to continue to master new techniques. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher.

To summarise, Lakeland learners are encouraged to be engaged, inspired, and challenged. They are encouraged to become proficient in drawing, painting, sculpture and other art, craft and design techniques. They can express their ideas through a range of creative and practical responses to allow them to become the next generation of critical and creative thinkers.

## WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

| <b>Personal Development within the Art &amp; Design curriculum</b>   |   |
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| Personal Development   | Pupils are encouraged to develop their visual and cultural literacy through challenging different ideas within artworks and the artworld. Art allows pupils to engage with observing, investigating, and responding to first hand experiences, memory and imagination.  |
| SMSC   | <p>Diversity and representation in LGBTQ+, ethnicity, race and religion, age and gender, sexual orientation and inclusivity.</p> <p>Spiritual: Enquire and communicate ideas, meanings and feeling with the use of imagination and creativity. Art looks at the world around us and this is followed up by a breadth of different artists and art movements. Art encourages student to voice their beliefs and be respectful of others' views and beliefs. They are encouraged to be independent thinkers and express themselves.</p> <p>Moral: looking at the meaning of art and the messages and statements it tries to communicate with the viewer. Looking at rights and their meanings. Within the art room there are rules and guidelines to keep students safe.</p> <p>Social: Displaying the work of pupils and celebrating and sharing success. Teamwork within the classroom from group projects to working as teams to tidy the room at the end of the lesson. Also, getting involved in community-based projects and activities.</p> <p>Cultural: critical and contextual influences, looking at a variety of cultures, religions, civilizations and ideas from around the world.</p> |
| British Values   | <p>Students share an understanding of equality and respect, human rights, promoting SMSC. They explore British values by looking at other artists, and topics like discrimination, prejudice, roles of females, slavery, Black Lives Matter. The curriculum is flexible to cover changes in society.</p> <p>Year 7: Henry Moore – art generated in war time.</p> <p>Year 8: Slavery and the role of women in art (Lubaina Himid).</p> <p>Year 9: Discrimination (Bob and Roberta Smith – slogan art; Banksy – political art)</p>  |
| Extracurricular & Enrichment   | <p>Creative Arts trip to London (Year 10) provides an opportunity for students to visit an Art gallery, exploring a range of artists and immerse themselves in the rich culture of the capital.</p> <p>Creative Arts trip Year 10 and 11 provides an opportunity to visit a place of cultural significance (eg Blist Hill, Powys Castle).</p> <p>Art club (Year 10 and 11) allows students additional time to explore their ideas and be creative.</p>  |
| <b>Careers in the Art &amp; Design curriculum</b>  |   |
| <p>Art and Design enables all students to develop many transferable skills that are desirable to both higher education providers and to future employers, including problem solving, critical thinking, communication skills, adaptability, self-reliance and resilience. These are made explicit in lessons, along with the further educational opportunities and careers offered by Art and Design, including: A Levels, Level 3 courses or a one-year Foundation Diploma before then going to University or choosing to directly access Degree courses. They are informed of the exciting opportunities in higher education and the world of work, including Fine Art, Textiles, Photography, Architecture, Graphic Design, Illustration, Sculpture, Animation, Fashion, Interior Design, Antiques, Teaching, Gallery Curator, Tattooist, Web Designer, Art Therapist, and Community Arts Worker. Students are made aware of the range of Art and Design/Photography diplomas and BTECs available. Opportunities within the creative industries are communicated, including advertising and marketing, architecture, crafts, design (product, graphic and fashion), film, TV, video, radio and photography, IT, publishing, museums, galleries and libraries.</p> |   |



### **Cultural Capital in the Art and Design curriculum**

*The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement*

Pupils who have cultural knowledge and appreciation do better – they are enriched. The Art and Design curriculum teaches why art is important and how it enhances their lives. They develop a sense of their place in school and the wider world. They discover and develop their understanding and appreciation of a range of artists and movements. Pupils also investigate and gain an appreciation of different cultures and artist movements and why they are important. They explore this through the internet and school trips to museums, art galleries and cultural sites. They develop ICT and presentation skills to record their outcomes. Through art, pupils gain the skills of creativity, curiosity, resourcefulness, resilience, communication, reflection and appreciation. It is a curriculum that ensures all children leave school with rich cultural capital in the field of Art and Design.